

Ontario

Language, Grades 1–8 (2023)

LESSON

Light Words, Dark Words

A Light in the Darkness

TEACHES

C1.5

identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

WHY THIS EARNS THE STANDARD

The student product directly performs the named expectation using evidence from the lesson text.

The canonical lesson that follows is unchanged. This cover is an additive curriculum-placement layer.

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TUMBLETA | GRADE 4 ELA | STANDALONE SKILL LESSON

Light Words, Dark Words

A Light in the Darkness

20 minutes

OBJECTIVE

Sort contrasting word choices and explain how the contrast develops the book's central conflict.

STUDENT PRODUCT

A two-column word sort plus a one-sentence explanation of the contrast.

ESSENTIAL QUESTION

How do the book's light and dark word families help build its meaning?

TEXT FOCUS

Repeated language connected with light, visibility, fear, darkness, and threat.

LESSON SEQUENCE

1. Collect | 3 min Mark words or phrases associated with light/visibility and darkness/threat.

2. Sort | 5 min Place each example in the stronger of the two word families.
3. Notice the pattern | 4 min Describe what each word family tends to accompany in the story.
4. Explain | 6 min Write how the contrast helps the reader understand the conflict.
5. Check | 2 min Use at least one example from each column.

TEACHER KEY / EXPECTED THINKING

Light/visibility language gathers around public courage and community action, while dark/threat language gathers around fear and intimidation; the contrast makes the title part of the book's argument.

LOOK FOR

- Sorts examples by meaning, not just literal color.
- Uses evidence from both word families.
- Explains how the contrast contributes to meaning.

TumbleTA | Grade 4 ELA | Canonical standalone skill lesson